


Differentiated Learning in Islamic Religious Education: Solutions for the Diversity of Student Learning Styles

Fazrineka Ramadani^{1*}, Nurul Latifatul Inayati²

^{1,2} Universitas Muhammadiyah Surakarta, Indonesia

*Corresponding Author email: g000210042@student.ums.ac.id

ARTICLE INFO	ABSTRACT
Article History: Received : 09-11-2024 Revised : 25-11-2024 Accepted : 31-12-2024 Keyword: Differentiated Learning; Islamic Religious Education; Student Learning Styles.	<p>This research describes using differentiated learning from PAI materials in SMA Negeri 1 Tawang Sari. Then, this research also explores the factors supporting and inhibiting differentiated learning. The design used is a qualitative descriptive design. The data collected using interview design and observation will be analyzed using qualitative data analysis. The research results show that differentiated learning in PAI materials at SMA Negeri 1 Tawang Sari includes three main types: content differentiation, process differentiation, and product differentiation, tailored to the three primary learning styles: auditory, visual, and kinesthetic. Supporting factors for differentiated learning involve aligning learning types with students' interests, talents, and learning styles despite individual differences. On the other hand, inhibiting factors include students' misuse of mobile phones. The evaluation of differentiated learning positively impacts student achievement, which ultimately shapes their interests, talents, and learning styles, leading to more optimal learning outcomes.</p>

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INTRODUCTION

One of the obstacles in the world of education is the role of educators who dominate learning activities in Indonesia. The role of the educator in question is that of the educator, who tends to be the main subject of learning, and the student only pays attention to his position as an object. The quality of education itself can be seen from the learning achievement, so if students' learning achievement tends to be low, the quality of education is also equally low. In Indonesia, education does not provide opportunities for students to think creatively and critically in various learning sessions. The adoption of quantum learning

is also not adopted, even though the learning paradigm is interesting and gives weight to each student's skills in mastering the material (Aditiono & Nurajizah, 2024).

Education is an effort that is planned and planned to increase the potential of students. The purpose of education in the religious aspect is to succeed in producing students to become people who have faith, noble character, and responsibility. In the development and progress of students, the role of educators is significant, so every educator must educate students as best as possible to create students with character. In mastering learning, educators must realize that it is crucial to achieve the learning target. Educators who lack mastery of differentiation design usually try to achieve learning goals set unnaturally and harm many parties, including students and themselves. This will impact decreasing student interest, low quality of lessons, and reduced concentration. Therefore, educators must be good at choosing the right educational design and meeting the needs of students so that learning becomes the maximum of the students' grasp and learning effectiveness (Sholihah & Maulida, 2020).

The commandment that states about learning is mentioned in the Word of Allah QS. Al-Nahl (16):125. The above verse is a command regarding the obligation to learn. The above verse states that Allah swt commands all the people of the Prophet Muhammad (saw) to be obliged to study in a good way (*billatiy hiya ahsan*). There is a connection between this verse and other verses that explain how to study and learn based on the concept of the Qur'anī.

So, the government created a unique curriculum for students with physical, emotional, intellectual, or social disabilities. This curriculum regulates the learning load, essential competencies, and curriculum structure based on the competencies of graduates, material groups, and material competencies. Students with special needs or disabilities are grouped into two categories: (1) students with disabilities and below-average intelligence and (2) students with above-average intelligence. The state has not paid special attention to the curriculum for students with above-average intellectual skills. So far, the curriculum for students with above-average intelligence, often referred to as the school, has prepared gifted students by modifying or designing a standard curriculum. The implementation is also uncertain and depends on the needs of each student—talented and extraordinary intelligence.

The Merdeka Curriculum is an approach to character education that allows educators and students to develop *skills* acquired through practice, development, and training. This independent program is expected to improve the quality of education by integrating Indonesian cultural principles into daily life (Armadani et al., 2023). Differentiated learning is a learning model applied by educators to adjust the needs of each student. With this approach, educators can understand learning from various perspectives, such as through learning profiles encouraging educators to pay attention to and respond to students' needs. This model also allows educators to measure students' learning readiness by considering differences in learning and identifying their learning interests (Bayumi, 2021).

Understanding that each student has unique needs and characteristics in the learning process can help provide learning opportunities tailored to each student's preferences. However, the implementation of differentiated learning still encounters various obstacles, especially in the context of independent education programs. Educators rarely implement

this learning design because they often focus on uniform learning achievement, even though they are aware of students' intellectual, emotional, and psychomotor differences. One of the challenges faced is the lack of independent learning experience for students and the limitations of educators in mastering technology, which hinders their understanding of the program properly (Sukmawati, 2022).

To meet the needs of all students during the learning process, educators can independently interpret the curriculum before delivering it to students. Freedom of Learning is an education policy that aims to restore the national education system by providing freedom to schools, educators, students, and all school resources to innovate and learn independently and creatively. This freedom includes the flexibility to determine learning objectives, models, materials, and assessments for educators and students. In independent programs, learning is more focused on the needs of students (Ningrum & Andriani, 2023).

In Islamic religious education, teaching design also plays a vital role in facilitating the learning process in the classroom. For the design to be more effective, educators need to understand the conditions and needs of students and have learning tools that are suitable for each student. The new learning tool will provide optimal results to achieve the goals set. Therefore, educators must strive to direct learning to accomplish these goals. Islamic Religious Education (PAI) is material taught in schools with a planned and conscious purpose to equip students to understand, believe, be pious, and have noble character. PAI also directs students to practice Islamic teachings from the Qur'an and al-Hadith. PAI learning occurs through an interactive process between educators and students to gain knowledge (Rusby et al., 2017).

Several previous studies have been conducted, including research by Santi (2024), Handiyani (2022), Nurdini (2021), Sukmawati (2022), and Umayrah (2024). Each study has a different focus and approach. Most have not fully integrated differentiated learning strategies with practical solutions to address the diversity of students' learning styles in the context of Islamic Religious Education in formal classes or the broader curriculum. This gap indicates that there is room for more in-depth and integrated research. Therefore, This research describes using differentiated learning from PAI materials in SMA Negeri 1 Tawangsari.

This research is necessary because the diversity of students' learning styles—auditory, visual, and kinesthetic—requires effective and inclusive learning strategies, such as differentiated learning. In the context of the Independent Curriculum that emphasizes flexibility, this strategy is relevant to increase student engagement and achievement. In addition, Islamic Religious Education plays an essential role in character formation, so the right approach can develop students' potential while strengthening religious values. This research urges to produce practical guidelines that address the challenges of students' learning styles and improve the quality of Islamic Religious Education learning.

LITERATURE REVIEW

Differentiated learning

Differentiated learning is a derivative of the word differentiation. According to the Great Dictionary of the Indonesian Language (KBBI), "different" has a different, diverse, different, and not the same meaning. The term "differentiated learning" comes from the combination of the words "different," which means "different," and "learn," which means "to learn." Learning is a process in which students learn with a teacher's help to achieve pre-set learning goals. Teachers guide students in learning activities with learning components to improve their abilities. According to Marlina, differentiated learning aims to combine learning that emphasizes students' interests, readiness to learn, and preferences. Specifically, differentiated learning has five goals (Mahabbati & Handoyo, 2023). First, assisting. According to Marlina, the first differentiated learning goal is to assist all students in achieving learning goals. Second, increasing student motivation through learning stimuli to improve their learning outcomes. Third, a harmonious relationship should be established in the learning process so students are more enthusiastic. Then, stimulates students to become independent learners and appreciate diversity. Finally, teachers' satisfaction can be increased by creating a sense of challenge in learning so that they are more creative and willing to develop their teaching competence (Faiz et al., 2022).

Student Learning Styles

Learning styles refer to individual preferences in processing and understanding information during learning activities. Generally, there are three main categories of learning styles: visual, auditory, and kinesthetic. Visual learners better understand information through visual representations such as pictures, diagrams, and charts. They rely on sight to process data and often have a strong memory for what they see. Auditory learners are more effective in learning through hearing; they absorb information well through verbal explanations, discussions, or listening to audio materials. Meanwhile, kinesthetic learners learn best through physical activities and hands-on experiences, such as practice or simulations (Afriadi, 2024).

Understanding students' learning styles has significant implications for designing effective teaching strategies. By recognizing each student's learning preferences, educators can adapt teaching methods to enhance engagement and comprehension of the material. For instance, using visual media like infographics or videos can improve the understanding of visual learners, while group discussions or interactive lectures are more suitable for auditory learners. For kinesthetic learners, activities involving movement or manipulation of objects can help them grasp concepts better (Trisnani et al., 2024).

Recent studies emphasize the importance of tailoring teaching approaches to students' learning styles to improve academic outcomes and motivation. According to research, only 20-30% of school-age children fall under the auditory learning style, 40% are visual learners, and 30-40% are kinesthetic learners. Thus, a uniform teaching approach may not be practical for all students. Teachers are encouraged to identify the dominant learning

styles of their students and implement diverse teaching strategies to meet individual needs, creating a more inclusive and effective learning environment (Mulyati et al., 2024).

METHOD

A qualitative research approach is employed to explore the application of differentiated learning to Islamic Religious Education (PAI) materials, focusing on how such methods address diverse student needs and learning styles. This approach is well-suited for studying complex educational settings, as it facilitates an in-depth examination of human experiences, behaviors, and interactions within their natural context. By emphasizing descriptive and interpretative analysis, the study aims to uncover the nuanced impact of differentiated learning strategies on teaching practices and student engagement in PAI lessons.

This qualitative approach, grounded in phenomenological studies, was selected as the research design due to its ability to capture a personal and in-depth perspective on observed events. Phenomenology focuses on understanding the lived experiences of individuals, making it particularly suitable for exploring the implementation of differentiated learning at SMA Negeri 1 Tawangsari. By adopting this approach, the study seeks to uncover the subjective meanings, challenges, and insights associated with the phenomenon, providing a comprehensive understanding of how differentiated learning is applied within the specific context of the school. This design also enables the identification of patterns and themes that emerge from the experiences of educators and students, offering valuable contributions to developing effective teaching strategies.

Interviews and observations of educators at SMA Negeri 1 Tawangsari were utilized as primary methods for data collection, enabling a detailed exploration of their experiences and practices in implementing differentiated learning. These methods provide a rich source of first-hand information, allowing for a deeper understanding of differentiated instruction's strategies, challenges, and outcomes. The data collected were then analyzed using an interactive and ongoing qualitative data analysis process, which ensures that insights are continuously refined and validated throughout the study.

This analysis involves several key steps: data reduction, where unnecessary or irrelevant information is filtered out to focus on the most significant data; data presentation, where the findings are organized into coherent formats such as narratives, charts, or themes to facilitate interpretation; and drawing conclusions, where patterns and relationships within the data are identified and synthesized into meaningful insights. This systematic approach ensures the credibility and reliability of the research findings, ultimately leading to a comprehensive understanding of the application of differentiated learning in Islamic Religious Education at the school.

RESULTS

Implementation of Differentiated Learning

The researcher obtained the results of the research through an interview with Mrs. AB, a teacher of PAI subjects at SMA Negeri 1 Tawang Sari with the following questions: How to apply differentiated learning in PAI subjects at SMA Negeri 1 Tawang Sari, Mrs. AB said:

"that in the classroom, there are three kinds of differentiation, namely material differentiation, product differentiation, and process differentiation, when learning is divided into several groups according to their interests and talents, namely kinesthetic, auditory, and visual. At that time, in the moral material, whose material was about fights between students there who visually listened to or watched learning videos, then the auditory ones they read reference books, then the kinesthetic ones they played roles,"

Then the second question is, what are the supporting and inhibiting factors in implementing differentiated learning? Mrs. AB said that:

"the supporting factor is that in this school there are already facilities in every classroom with Smart Tv, students are allowed to bring *mobile phones* with which students can edit and create assignments through Canva, then because according to their interests and talents, students can better understand, The inhibiting factor is that there are those who blame using the cellphone not even to look for learning, but others, the focus of students is also lacking because they consider PAI lessons to be boring lessons when in groups there are those who do not participate."

Then the third question is whether differentiated learning can impact student learning outcomes. Mrs. AB said that:

"Because they learn according to their respective styles, interests, and talents, this impacts their learning outcomes better."

This interview was conducted with three questions related to the application of differentiated learning in PAI subjects at SMA Negeri 1 Tawang Sari. The first question discusses how to apply differentiated learning in Islamic Religious Education subjects in this school, and there are three types of differentiation: content or material differentiation, product differentiation, and process differentiation. Supporting and supporting factors in differentiated learning in PAI subjects include adequate facilities, and students can learn according to their interests. In contrast, the creeping factors are the lack of activity of students in groups and students' lack of focus on PAI subjects. Differentiated learning can impact students' learning achievement because by learning according to their interests and talents, the results will be maximized, making it easier to understand the material.

In interviews conducted on PAI differentiated learning, three types of differences were used: material, process, and product differences. In this case, the difference in intended material is the material taught by the educator or the material learned by the student when carrying out the learning process in the classroom. Students are divided into groups according to their interests, talents, and learning styles, which means they can learn more

about the material than the educator himself. Differentiation of content material, in this case, is the material that educators will teach or that students will study because the suitability of the material is also needed in learning activities.

There are several materials in Islamic Religious Education, namely the Qur'an usually uses the Drill method or is read repeatedly for memorization grouped according to ability for students who cannot read the Qur'an will be specially dived, then there is material on Morals, Aqidah, SKI, Fiqh, in the sermon material using the demonstration or practice method, the initial stage of implementation when learning in class, Students are divided into several groups according to their interests, talents, and learning styles, the material is given, for example, the material fights between students, namely some use visual, auditory or kinesthetic, then the educator explains the learning objectives, after that the students are in groups according to their learning style, for visual groups they prefer to read or literacy from material books, LKS, as well as other books that can be used as a reference, then for the auditory group they understand the material by listening to learning videos and then for the kinesthetic group, namely students can create *role playing* or role playing, for example, what is the trigger for student fights, how to act, how to solve them.

Process Differentiation refers to how students will understand the material taught to achieve learning objectives according to their respective learning styles according to the material, for Auditory students, will read using books, LKS, etc., and students who use kinesthetics because this kinesthetics involves physical movement and feeling so they have to play a role so that they can be directly involved in the problem, of course students who use kinesthetics must more active and creative and have high energy, students who use Visual rely more on the sense of hearing and the sense of sight, namely observing images, photos and hearing audio and seeing learning videos makes it easier for students to remember what they see and hear.

Product Differentiation, in this case, is the final result of learning activities that aim to discover students' knowledge, skills, and understanding after going through one material. In the application of product differentiation, which is different for each group, for visual groups, students can convey their learning results through PPT or Canva, then for auditory groups. Students convey their learning results with posters such as bank materials, sharia cooperatives, and videos such as da'wah materials. Students create videos about sermons and da'wah. For kinesthetic groups, students convey their learning results through role-playing, such as student-fighting material. Some play the role of students who fight, and some play the role of educators to advise students who fight.

Supporting Factors and Barriers in the Implementation of Differentiated Learning

The supporting factors for implementing differentiated learning at SMA Negeri 1 Tawangsari are Adequate technology and facilities at SMA Negeri 1 Tawangsari, such as smart TVs in each classroom that can be connected to laptops or mobile phones. This makes it very easy for students and teachers to access learning materials. The use of *mobile phones* to support learning The use of mobile phone technology is beneficial for students in differentiated learning, for example, when creating posters or presentations using the Canva

application and looking for sources of learning materials. This can also foster students' creativity in designing learning materials. Students can learn according to their interests, talents, and learning styles. Feeling bored and learning Islamic religious education will undoubtedly be more interesting and easier to understand.

Factors Hindering the Implementation of Differentiated Learning at SMA Negeri 1 Tawangsari are: The focus of students who lack attention to Islamic Religious Education learning because they think that the Islamic Religious Education teaching material is a boring subject and the PAI subject matter only has 3 hours of meetings every week. Not all students in the active group play a role, with different levels of participation. Some students only rely on their friends without participating in the group due to a lack of awareness and motivation to learn.

Abuse of *mobile phones* in learning. Improper use of mobile phones can interfere with students' concentration because when allowed to use mobile phones, many are looking for information, not at the subject matter. Because learning uses mobile phones, educators must always supervise students when working in groups. On the other hand, educators cannot ask students to hand over their mobile phones during the learning process, but the collection of mobile phones becomes mandatory during the exam.

Differentiated Learning Evaluation: Its Impact on Student Achievement and Potential

One of the materials taught in schools is Islamic religious education, which is essential in forming a strong character with morals and ethics in science and technology. Islamic Religious Education (PAI) covers all aspects of Islamic teachings, including the Quran, Aqidah, Morals, and Fiqih, as well as Islamic history and culture. Therefore, PAI is a step teachers take to guide students to have faith, understanding, and compliance with Islamic teachings through learning and practice.

The assessment was carried out by Mrs. AB by evaluating the products that the students had completed. Students carry out Daily Tests (UH) every time they complete a chapter in written form. Each student at one table was given a different question and could not open their mobile phones. In addition, students can also complete the Student Worksheet (LKS), which is then matched to assess the development of their knowledge and achievements. Assessments are also conducted through the Mid-Semester Summative (STS) and the End of Semester Summative (SAS) to measure knowledge development and achievements.

Differentiated learning can impact student achievement because students can determine their interests, talents, and learning styles. This allows for optimal and better learning outcomes, and the cultivation of students' character also increases due to the role of educators who monitor and provide advice and parents who monitor their children at home.

Table 1. List of PAI Grades in Grades XI-3

No.	Name	TP 1	TP 2	TP 3	Test	Test	Average	SAS	Formative NA
1.	Afrida	85	85	85	80	90	85	85	85
2.	Afrisa	92	94	92	87	93	88	88	93

3.	Akmal	88	88	88	83	93	88	88	88
4.	Aline	83	85	87	84	78	83	81	85
5.	Anggun	80	82	83	81	75	80	78	82

The table provides the PAI grades for students in Grade XI-3, showing their performance across different assessments. Afrida consistently scored 85 in all learning phases, with test scores of 80 and 90, resulting in an average and final score (NA) of 85. Afrisa achieved high scores between 92 and 94, with test results of 87 and 93, leading to an average NA of 93. Akmal maintained consistent scores of 88 in all assessments, achieving test scores of 83 and 93 and an average NA of 88. Aline improved her learning phases (83, 85, 87), with test scores of 84 and 78, resulting in an average of 83 and an NA of 85. Anggun demonstrated steady performance (80, 82, 83), with test scores of 81 and 75, leading to an average of 80 and an NA of 82.

The findings from the data reveal several insights into the students' academic performance in PAI (Islamic Education). Afrida and Akmal demonstrated consistent performance across all assessments, indicating steady comprehension and preparation. Afrisa excelled with consistently high scores, showcasing a strong mastery of the material. Aline exhibited gradual improvement, suggesting a positive learning progression. Anggun's scores were slightly lower, but her performance remained steady, reflecting consistent effort. Overall, the data highlights diverse learning patterns among students, with some excelling consistently and others showing gradual improvement. These findings suggest individualized support could enhance learning outcomes for students with consistent but moderate performance. Additionally, Afrisa's high scores demonstrate the potential benefits of advanced mastery in motivating other students.

This data highlights the student's academic progress in Islamic Education. The list of grades above shows that differentiated learning better impacts students' learning outcomes. Each average score of students reaches 88, which is taken from the value of each scope of the material and learning objectives. Then there are test scores, summative and formative.

DISCUSSION

Implementation of Differentiated learning

According to Carol Ann Tomlison, differentiated learning refers to a teaching and learning process that allows students to understand the subject matter according to their abilities (Ramadhani, 2023). In learning Islamic Religious Education (PAI) subjects, differentiated learning strategies allow teachers to provide students with a more effective and comprehensive learning experience, mainly because PAI covers various aspects such as creed, worship, morals, and Islamic history. Differentiated learning in PAI can help meet students' emotional, spiritual, and cognitive needs.

Here are some key elements of differentiated learning in PAI: Content Differentiation: the material that students will learn, for example, choosing topics appropriate to the student's level of understanding (Bayumi, 2021). For example, students

with a basic knowledge of the history of the prophets may be given additional materials or assignments to research the prophets' stories in more depth. In contrast, students new to learning will focus on the more straightforward basic material. The differentiation process aims to help students understand concepts and skills appropriately (Hamdanah et al., 2024). For example, students with a kinesthetic learning style can be invited to practice prayer movements directly on the topic of prayer. Meanwhile, students with a visual learning style can be given a guide or picture of prayer steps.

Product Differentiation: Teachers can liberate learners in the way they demonstrate understanding. In PAI, students can be given the option to complete assignments in various formats, such as creating presentations, writing essays, or creating short videos about the wisdom of fasting.

Supporting Factors and Barriers in the Implementation of Differentiated Learning

Supporting factors are factors that facilitate each individual or group, including skills, while inhibiting factors, according to KBBI, are the occurrence, things or events that affect or cause something to happen in the implementation of differentiated learning, of course, there are several supporting and inhibiting factors. The description of these factors is as follows.

Supporting factors include the existence of adequate school facilities. Facilities are also a factor because if the facilities are inadequate, it will be difficult for students and teachers to access learning, especially in today's time; technology is very sophisticated, and the next generation of students must master the sophistication of technology as not to be left behind, for example, the existence of Smart TVs installed in each classroom makes it easier for students and teachers just by connecting from a cellphone and Laptops do not need to use LCDs/ Projectors.

Students will learn according to their respective styles, talents, and interests, as shown in various learning resources. Various learning resources, such as religious books, digital lectures, or Islamic history documentation videos, will enrich the PAI material that can be accessed according to students' abilities. Various learning resources help students better understand the material according to the learning method that is most suitable for them.

The factors that inhibit the implementation of differentiated learning include focusing on students who do not understand Islamic Religious Education learning because they think PAI learning is boring. If they are in class, they will abuse their cellphones, not looking for material but watching other videos. By understanding and overcoming these supporting and inhibiting elements, the implementation of differentiated learning in the field of PAI is expected to run more efficiently and achieve the best results for students.

Differentiated Learning Evaluation: Its Impact on Student Achievement and Potential

The Merdeka Curriculum allows educators and students to think, innovate, and improvise. Educators help create learning tools, and learners can tailor their lessons to their interests and needs. This program creates fun learning. The main characteristics of the

Merdeka Curriculum are: 1) Project-focused learning is adjusted to the characteristics of Pancasila students. The "Pancasila Student Profile Development Project" is a project-based initiative that aims to increase students' efforts in developing the skills and character needed to achieve these goals. The profile of Pancasila students is formed based on the competency standards of graduates that have been seen; 2) Competency-oriented learning emphasizes core material. The material is adjusted to relevant, important, and relevant things so that students have enough time to be creative and innovative in mastering basic skills, and 3) Flexibility in learning is crucial for educators to support students to understand basic concepts. Flexible learning in independent study programs aims to create a more appropriate curriculum and be ready to adapt to environmental changes (Nafi'ah et al., 2023).

According to the old theory, assessment is the last step in the differentiated learning process. The purpose of summative assessment is to provide feedback or information to educators and students on how to improve the learning process. Learning achievement is a combination of two words, namely achievement and learning. According to what is listed in the Great Dictionary of Bahasa Indonesia, learning performance is a result achieved by a person after doing what is done (Nasional, 2002). There are three indicators of learning achievement: cognitive, affective, and psychomotor. Based on the results of interviews and observations, namely by using a Merdeka Curriculum and differentiated learning, this creates good learning outcomes because they are easier to understand the material because they learn according to their respective interests, talents, how to measure how well students understand can be evaluated such as UH, STS and SAS.

CONCLUSION

From the results and discussions described, this study explains that differentiated teaching applied in Islamic Religious Education materials by SMA Negeri 1 Tawangsari uses three types, namely the type of differentiation of content, process, and product. The learning styles applied include visual (seeing), auditory (hearing), and kinesthetic (moving, working, and touching). Several factors support and hinder the implementation of differentiated learning in PAI materials, such as the availability of adequate technology and facilities at SMA Negeri 1 Tawangsari, the use of mobile phones as learning aids, and students' skills to learn according to their respective interests, talents, and learning styles. However, there are also other inhibiting factors, such as students' lack of attention to PAI lessons and students' limited understanding of Islamic religious education.

Learning evaluation analysis uses smartphones to measure knowledge development and achievement. This is done by holding a UH (Daily Test) every time a person completes a chapter in writing. Students at one table will be given different questions and unable to open their phones. Then, students can use the LKS (Student Worksheet) and be matched. Measuring the achievement and development of knowledge affects student achievement because students can determine their interests, talents, and learning styles to achieve optimal and better learning outcomes.

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